

**Grade K Math: Weeks 13-18 November 13- January 11
2012-2013**

Standards	*	Lessons	Teacher Notes
Learning Targets for each Key Standard reflect and benchmark that students must learn during that grading period.			
K.CC.1 Count to 100 by ones and by tens. Learning Target: I can count to 100 by ones and by tens.	▶	To address KCAS, the following should be included in instruction: Math Investigations Unit 4 Sessions:	
K.CC.2- Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Learning Target: I can begin at any number and count to 100.	▶	<ul style="list-style-type: none"> • 1.1-1.5 • 1.6A, 1.6B, 1.6C • 2.1-2.5 • 3.1-3.7 • 4.1-4.4 	KCAS Note: K.CC.2- Provide opportunities for students to count to 100 beginning with numbers other than one.
K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. (c) Understand that each successive number name refers to a quantity that is one larger. Learning Target: I can identify which number is one more than a given number.	▶		
K.CC.5- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. Learning Targets: I can answer “How Many?” questions by counting up to 20 objects in a line, array, or circle. I can answer “How Many?” questions by counting a number of scattered objects to 10. I can count out a number of objects when given a number up to 20.	▶	GAP LESSONS K.CC.1 Missing Number Game K.CC.2 One More on the Ten Frame K.CC.6 Math Investigations-1 st Grade Unit 1: Session 2.4, Compare Dots Unit 1: Session 3.1, Double Compare and Double Compare Dots	
K.CC.6- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another groups, e.g., by using matching and counting strategies. Learning Target: I can tell which group of objects is greater than, less than, or equal to another group of objects using my strategies. (Strategies: matching and counting)	▶		

* Standard Progression

**Grade K Math: Weeks 13-18 November 13- January 11
2012-2013**

<p>K.OA.1- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>Learning Target:</p> <p>I can add two amounts within 5 using my strategies. (Strategies: objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations)</p>	<div>★</div> <table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>K.CC.1</td><td></td></tr><tr><td>K.CC.2</td><td></td></tr><tr><td>K.CC.4</td><td></td></tr><tr><td>K.CC.5</td><td></td></tr><tr><td>K.CC.6</td><td></td></tr><tr><td>K.OA.1</td><td></td></tr></table> <p><u>Vocabulary</u></p> <p>how many, equation, expression, greater than, less than, equal, number</p> <p>http://www.amathsdictionaryforkids.com</p>	Formative Assessment Opportunities		K.CC.1		K.CC.2		K.CC.4		K.CC.5		K.CC.6		K.OA.1		<p>KCAS Note: K.OA.1 - Students may use concrete objects as well as drawings, verbal explanations, acting, or equations to show the process of adding.</p>
Formative Assessment Opportunities																
K.CC.1																
K.CC.2																
K.CC.4																
K.CC.5																
K.CC.6																
K.OA.1																

* Standard Progression